

**Texas Education Agency  
Standard Application System (SAS)**

**2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	February 1, 2017, to July 31, 2020, pending future federal allocations	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">SEP 29 AM 9:58</div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 15, 2016	
<b>Submittal information:</b>	<b>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</b> <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div>	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Monte Alto ISD	108915	Monte Alto Early College High School	
Vendor ID #	ESC Region #	DUNS #	
746011661	1	023727142	
Mailing address	City	State	ZIP Code
25149 1 <sup>st</sup> Street	Monte Alto	TX	78538-
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Barbara	J	Cannon	Federal Programs' Director
Telephone #	Email address		FAX #
956-262-6111	barbaracannon@montealtoisd.org		956-262-2015
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Barbara	J	Cannon	Federal Programs' Director
Telephone #	Email address		FAX #
956-262-1381	anazepeda@montealtoisd.org		956-262-5535

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name Olivia	M.I. J	Last name Almanza-Pena	Title Superintendent
Telephone # 956-262-1381	Email address oliviaalmanza@montealtoisd.org		FAX # 956-262-5535
Signature (blue ink preferred)	Date signed		

*Olivia Almanza-Pena*      9/28/16

Only the legally responsible party may sign this application.

701-16-105-016

**Schedule #1—General Information**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> .

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions.</li> <li>3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Transformation Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</li> </ol> </li> </ol> </li> </ol>

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	<p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> <li>Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Texas State-Design Model</b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b>Early College High School (ECHS)</b>. By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> <li>Improves student academic achievement or attainment</li> <li>Is implemented for all students in the school</li> <li>Addresses in a comprehensive and coordinated manner:             <ul style="list-style-type: none"> <li>improvement in school leadership</li> <li>improvement in teaching and learning in academic content areas</li> <li>professional learning for educators</li> <li>student non-academic supports</li> </ul> </li> </ul> <p>In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> <li>Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</li> </ol>

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2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1**

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
    - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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- (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

**Adapted from Texas Early College High School Blueprint, Benchmark 5.**

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
  - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
  - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
  - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:

- 9.
1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
  2. Offer full-day kindergarten.
  3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

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- (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
  - (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
  5. Replace the principal who led the school prior to the commencement of the early learning model.
  6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
    - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
    - (B) Are designed and developed with teacher and principal involvement;
  7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
  8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
  9. Use data to identify and implement an instructional program that is:
    - (A) Research-based;
    - (B) Developmentally appropriate;
    - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
  10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
  11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    - (A) Aligned with the school's comprehensive instructional program
    - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
  12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
  13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
  14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:

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1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11. The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:
1. Implement an evidence-based whole-school reform in partnership with a model developer.
    - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
  2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>  
These approved models are supported by:
    - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
    - (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
    - (C) A study which used a large sample and multi-site sampling.
  3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
  4. The whole-school model must implement the model for all students in the school.

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	<p>5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:</p> <ul style="list-style-type: none"> <li>(A) School leadership</li> <li>(B) Teaching and learning in at least one full academic content area</li> <li>(C) Non-academic supports for students</li> <li>(D) Family and community engagement</li> </ul>
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Restart Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ul style="list-style-type: none"> <li>(A) significant improvement in academic achievement</li> <li>(B) success in closing achievement gaps either within a school or relative to other public schools</li> <li>(C) High school graduation rates</li> <li>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ul> </li> <li>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Closure Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>rural LEA applicant</b> may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here:  <a href="http://www2.ed.gov/programs/reapriisp/eligible14/index.html">http://www2.ed.gov/programs/reapriisp/eligible14/index.html</a></p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>

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18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Revised Annual Budget Breakdown				
Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Vision and Focus for school reform:** The district believes that all students will graduate from high school college and career ready. It is the goal of Monte Alto Early College High School to have each student graduate on-time, with at least 60 hours of college credit. Last school year four students were able to graduate from high school with an Associate's Degree. While this is a start, the campus still has a way to go to ensure all students have 60 hours. The district and its leadership are committed to achieving excellence by delivering a high quality curriculum through teachers that are highly qualified and highly effective. Through the transformation model, the campus will implement the TAP Teacher Evaluation rubric, the Texas Principal Evaluation and Support System (T-PESS), the System for Effective Educator Development (SEED) job-embedded professional learning framework, support structures for pre-service and novice teachers, and financial incentives for highly effective educators. In addition, individualized instructional support will be provided for teachers to decrease the achievement gap between English Language Learners and their peers. The district wants to give every student a high-quality education through the transformative use of technology, and by ensuring that students are reading at grade-level. Existing partnerships with external providers will be leveraged and additional ones formed so that the campus receives the assistance needed to improve student achievement.

**Sense of urgency need for change:** The need for change must occur now. With a high number of Economically Disadvantaged (88.7%), English Language Learners (ELL; 28.9%), and At-Risk students (65.8%), it is absolutely essential that the school district offer innovative avenues for student success. Monte Alto Early College High School must devise a plan of action that will bring students up to grade-level in English, ensuring that they pass state end-of-course assessments and score well enough on their SAT, ACT and/or Texas Success Initiative Assessment (TSIA) to begin earning college credits while still in high school. The campus has struggled with teacher retention as well, which impacts student achievement. 30% of teachers at this campus are brand new to the profession. These statistics validate the research showing that the highest turnover rates occur in high-minority, high-poverty, rural, and urban public schools (Ingersoll, Merrill, & Stuckey, 2014).

**High Expectations for Results:** There are high expectations for all students, employees, parents and community members in Monte Alto ISD. The visions and focus of the district facilitates creativity, collaboration and innovation for the districts' campuses. Our district understands that students must be provided a high quality curriculum and highly qualified effective teachers in order to get the academic results needed to move on to college or career ready. Reading strategies for students that are experiencing difficulties must be in place. Students even at high school age need to develop a more extensive vocabulary as well as increase their fluency. In setting high expectations for results, school staff and instructional materials must engage students in curricular content every day, and proven strategies must be used to support English Language Learners.

**Operational flexibilities that will be afforded the campus in a reform effort:** To best serve each student, students will have the opportunity to earn college credit in a variety of ways, via flexible schedules available at Monte Alto Early College High School. The new principal at the high school will have the operational flexibility to transform the campus so that students earn the credits they need, pass the state exam and graduate on-time, college and career ready. Data-driven instruction will be provided to all campus staff so that they know exactly what students need, and will be able to differentiate instruction to improve academic success. The planning process will allow the district and campus to develop strategies that will give the school operational flexibility to change staffing, adjust the school calendar and daily class schedule. The campus will also offer extended day and extended year along with a summer program to "catch up" on courses needed. Budgeting needs of the campus will be considered and utilized so that the campus can meet their goal.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Organizational structures:** The principal will be key to organizing the campus so that each student has the ability to choose the courses needed to be successful. The federal programs' director and the grant manager will oversee the operations of the grant, and support the principal and campus staff, so that all of the aspects of the grant are carried out with fidelity. The curriculum director will work with the curriculum specialist and dean of instruction in transforming the curriculum to a viable useful and used curriculum.

**Existing capacity and resources:** Choosing the transformation model was the outcome of campus planning at the high school. Due to a history of low assessment scores in all content areas—and the need to transform the high school from a low achieving to a high achieving early college high school—the district feels the transformation model is a good fit. To encourage data-driven decision making, the campus leadership team will analyze a range of data, such as: school, student, and family demographics; and disaggregated student performance in math, reading, writing, science and social studies. There are dual enrollment classes offered to students at the high school. Pre-AP and AP classes are also offered. Students are able to take AP exams at the end of the school year for college credit. The campus already has leadership teams in place as a part of the ECHS blueprint to develop high quality curriculum, professional development, and continuous improvement efforts. In addition, between 2011 and 2016 the campus participated in a Teacher Incentive Fund (TIF) grant awarded to Region 18 Education Service Center (ESC 18) to support educator performance-based compensation, evaluation, and support systems. TIF provided opportunities for the campus to improve student achievement by implementing rigorous systems of job-embedded support balanced with accountability. Campus staff will build upon this work through the TTIPS grant to further refine successful components that align with the campus goals. Technology is used extensively throughout the high school campus to assist students in completing assignments and taking online courses. Teachers receive extensive professional development and have mentor teachers to assist any teachers experiencing difficulty in classroom instruction. Cluster meetings with teachers and campus leaders are held weekly to disaggregate and review data pertinent to student achievement. The district has existing partnerships with Institute of Higher Education such as South Texas College, Texas State Technical College and University of Texas Permian Basin.

**Communication structures:** The district communicates with all staff and stakeholders in every endeavor of the school. It is a critical piece to the success of any school. Literacy nights are planned and will continue. Meet the teacher night is held at the beginning of each school year. Report card night is held at the end of each six weeks. Open House is held in March during Texas Public Schools' Week. Home visits and parent conferences are held as needed.

In order to transform, the district will use the System for Effective Education Development (SEED) framework. SEED is a learning framework that provides targeted, ongoing, job-embedded professional development for teachers, teacher leader and principals through a district-wide professional learning model designed to increase effectiveness. ESC18-TxCEE created the SEED framework utilizing Collaborative Learning Communities (CLCs). The SEED framework allows for systemic practices that embed educator professional development along with purposeful and meaningful collaboration focused on improving instruction and student learning. CLCs within a school district consist of four distinct and operational components: district, principal, school, and teacher-level CLCs. The purpose of this structure is to align systemic program practices with school goals and objectives to improve student achievement through district priorities.

All stakeholders (including parents, community members, district staff, campus staff and students) will be informed as to the status of the campus academically and what is available at the campus to assist the students. Stakeholders in this initiative will have the opportunity to express their views on the progress of the project and help determine if adjustments need to be made.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations

Fund code: 276

**Budget Summary**

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$445500	\$10000	687000	\$0	687000	\$0	687000	\$0	\$2506500
Schedule #8	Professional and Contracted Services (6200)	6200	\$400000	\$0	400000	\$0	\$400000	0	400000	0	1600000
Schedule #9	Supplies and Materials (6300)	6300	\$400000	\$0	\$400000	0	400000	0	400000	\$0	\$160000
Schedule #10	Other Operating Costs (6400)	6400	\$100000	\$0	100000	\$0	100000	\$0	100000	\$0	400000
Schedule #11	Capital Outlay (6600)	6600	\$4485000	10000	297500	\$0	297500	0	297500	\$0	1341000

Consolidate Administrative Funds ☐ Yes ☐ No

Total direct costs:			\$1794000	10000	1884500	\$0	1884500	\$0	1884500	\$0	7457500
Percentage% indirect costs (see note):			N/A	\$0	N/A	\$0	N/A	\$0	N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1794000	10000	1884500	\$0	1884500	\$0	1884500	\$0	\$7457500

**Administrative Cost Calculation**

Enter the total grant amount requested:			\$7457500								
Percentage limit on administrative costs established for the program (5%):			x .05								
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:			\$372875								

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**NOTE:**

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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Schedule #7—Payroll Costs (6100)							
County-district number or vendor ID: 108915		Amendment # (for amendments only):					
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
<b>Academic/Instructional</b>							
1 Teacher	4	4	\$0	\$220000	\$220000	\$220000	\$660000
2 Educational aide	0	0	\$0	\$0	\$0	\$0	\$0
3 Tutor	0	0	\$0	\$0	\$0	\$0	\$0
<b>Program Management and Administration</b>							
4 Grant manager	1	1	65000	65000	65000	65000	\$260000
5 Dean of Instruction	1	1	60000	60000	60000	60000	\$240000
6 Secretary	1	1	20000	20000	20000	20000	\$80000
<b>Auxiliary</b>							
7 Interventionist	1	1	50000	50000	50000	50000	200000
8 CLF	50000	1	50000	50000	50000	50000	200000
9 Parent Liaison	20000	1	20000	20000	\$20000	20000	80000
<b>Other Employee Positions</b>							
10 Title			\$	\$	\$	\$	\$0
11 Title			\$	\$	\$	\$	\$0
12 Title			\$	\$	\$	\$	\$0
13	Subtotal employee costs:		\$265000			\$	\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>							
14 6112 Substitute pay			\$20000	\$20000	\$220000	\$20000	\$80000
15 6119 Professional staff extra-duty pay			\$100000	\$100000	\$100000	\$100000	\$400000
16 6121 Support staff extra-duty pay			\$20000	\$20000	\$20000	\$20000	\$80000
17 6140 Employee benefits			\$40500	\$62000	\$62000	\$62000	\$226500
18 61XX Employee stipends			\$	\$0	\$0	\$0	\$0
Specify amounts and criteria to earn stipend:							
19	Subtotal substitute, extra-duty, benefits costs		\$180500	\$687000	\$687000	\$687000	\$2506500
20	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$445500</b>	<b>\$687000</b>	<b>\$687000</b>	<b>\$687000</b>	<b>\$2506500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)						
County-district number or vendor ID: 108915						Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.						
Professional and Contracted Services Requiring Specific Approval						
Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years	
6269 Rental or lease of buildings, space in buildings, or land	\$0	\$0	\$0	\$0	\$0	
Specify purpose:						
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>						\$0
<b>Professional and Contracted Services</b>						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Region 18 TXCEE professional services	200000	200000	200000	200000	800000
2	Region One --Instructional/Curriculum services	40000	40000	40000	40000	160000
3	Curriculum specialist to assist with writing high quality curriculum	\$30000	30000	30000	30000	120000
4	Bilingual/ESL consultants to assist with strategies for ELL students	\$20000	20000	20000	20000	\$80000
5	Writing strategists to assist teachers and students to improve writing	\$20000	20000	20000	20000	\$80000
6	Capturing Kids Hearts Training	\$25000	\$25000	\$25000	\$25000	\$100000
7	ELPS strategies for ELL students	\$10000	\$10000	\$10000	\$10000	\$40000
8	Reading interventions for high school students	\$15000	\$15000	\$15000	\$15000	\$60000
9		\$0	\$0	\$0	\$0	\$0
10		\$0	\$0	\$0	\$0	\$0
11		\$0	\$0	\$0	\$0	\$0
12		\$0	\$0	\$0	\$0	\$0
13		\$0	\$0	\$0	\$0	\$0
14		\$0	\$0	\$0	\$0	\$0
<b>b. Subtotal of professional and contracted services:</b>		\$360000	\$360000	\$360000	\$360000	\$1440000
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$40000	\$40000	\$40000	\$40000	\$60000
<b>(Sum of lines a, b, and c) Grand total</b>		\$400000	\$400000	\$400000	\$400000	\$400000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)									
County-District Number or Vendor ID: 108915		Amendment number (for amendments only):							
Supplies and Materials Requiring Specific Approval									
Expense Item Description					Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
Technology Hardware- not capitalized						\$0	\$0	\$0	\$0
	#	Type	Purpose	Quantity	Unit Cost				
63XX	1					\$0	\$0	\$0	\$0
	2					\$0	\$0	\$0	\$0
	3					\$0	\$0	\$0	\$0
	4					\$0	\$0	\$0	\$0
	5					\$0	\$0	\$0	\$0
Technology Software- not capitalized					\$75000	\$75000	\$75000	\$75000	\$300000
63XX	Specify type/purpose:				\$0	\$0	\$0	\$0	\$0
63XX	Textbooks/Curricular Materials				\$100000	\$50000	\$50000	\$50000	\$250000
	Specify type/ purpose: To aid students in instruction				\$0	\$0	\$	\$0	\$0
63XX	Supplies and materials to be used as student incentives				\$25000	\$25000	\$25000	\$25000	\$100000
	Specify type/ purpose: student rewards				\$0	\$0	\$0	\$0	\$0
<b>Supplies and Materials that do not Require Specific Approval</b>									
6300	Supplies and materials that do not require specific approval:				\$200000	\$200000	\$200000	\$200000	\$800000
<b>Grand total:</b>					<b>\$200000</b>	<b>\$200000</b>	<b>\$200000</b>	<b>\$200000</b>	<b>\$800000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 108915		Amendment number (for amendments only):				
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0	\$0	\$0	\$0	\$0
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$0	\$0	\$0	\$0	\$0
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$0	\$0	\$0	\$0	\$0
6413	Stipends for non-employees other than those included in 6419	\$0	\$0	\$0	\$0	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0	\$0	\$0	\$0	\$0
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$0	\$0	\$0	\$0	\$0
64XX	Advisory council/committee travel or other expenses	\$0	\$0	\$0	\$0	\$0
	Specify name and purpose of council:					
	Specify types of costs:					
6495	Cost of membership in civic or community organizations	\$0	\$0	\$0	\$0	\$0
	Specify name and purpose of organization:					
	Specify purpose of membership:					
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0	\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$100000	\$1000000	\$10000	\$100000	\$400000
Grand total:		\$100000	\$100000	\$100000	\$100000	\$400000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)							
County-District Number or Vendor ID: 108915				Amendment number (for amendments only):			
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4
6669—Library Books and Media (capitalized and controlled by library)							
1		N/A	N/A	\$17500	\$50000	\$50000	\$50000
66XX—Computing Devices, capitalized							
2	Mobile carts	25	\$8000	\$50000	\$50000	\$50000	\$50000
3	Laptops	100	\$1000	\$100000	\$10000	\$10000	\$10000
4	Desktop computers	40	\$1000	\$40000	\$20000	\$20000	\$20000
5	Interactive white boards	20	5000	25000	\$25000	\$25000	\$25000
6	Classroom printers	25	\$700	\$7500	\$7500	\$7500	\$7500
7	Document cameras	25	800	\$10000	\$10000	\$10000	\$10000
8		0	\$0	\$0	\$0	\$0	\$0
66XX—Software, capitalized							
9	Microsoft Office	600	100	60000	\$60000	\$60000	\$60000
10	Antivirus	100	60	6000	\$	\$	\$
11	Projectors	25	3100	\$62500	\$5000	\$5000	\$5000
12		0	\$	\$	\$	\$	\$
13		0	\$	\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles							
14	Interactive tables	20	10000	\$50000	50000	50000	50000
15	Network switches	4	5000	20000	\$10000	\$10000	\$10000
16		0	\$0	\$0	\$0	\$0	\$0
17		0	\$0	\$0	\$0	\$0	\$0
18		0	\$0	\$0	\$0	\$0	\$0
19		0	\$0	\$0	\$0	\$0	\$0
20		0	\$0	\$0	\$0	\$0	\$0
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)							
21							
Grand total:				\$448500	\$297500	\$297500	\$297500
							\$
							\$1341000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	266		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	1	0.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	261	98.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	4	1.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	236	88.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	77	28.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	22	8.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	77		PEIMS data
Disciplinary placements in In-School Suspension	40		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	1		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	9		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	N/A		2015-2016 PEIMS report #425; code #C164
Attendance rate		95.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		2.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		87.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	120	50%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	55	5466.%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		78.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	16.5		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1225		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		40.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monte Alto High School has been in existence since 2009. Previously, the district was a PK-8 district but decided that students should be able to stay in their own community for high school; so, a high school was put in place. It started as a ninth grade campus and moved up a grade each year until it became a full fledged high school with its own new building. Developing a new high school has been met with some challenges. The high school has been in some form of intervention since its inception, being rated as *Unacceptable*. It then became a Focus school and, as of the 2016 accountability rating, it still considered a Focus (Progress) school. Even though it is a Focus (Progress) school, it continues to require much assistance to help students meet the academic challenges faced at the high school level. Soon after the high school was established, it applied for and was granted the Early College High School Designation. The district had determined that the whole school would be designated as an early college high school, meaning that every student would be eligible to apply for college. Because resources are so limited in the community, there are few opportunities outside of school for students to develop literacy skills. There are no public libraries and very few businesses located in the small rural community of Monte Alto, which makes it difficult for students and parents to develop life-long reading habits and reading skills.

Student Demographics: The district has high expectations for all students. All students are given the opportunity to successfully meet standard and pass all college entrance exams. All students are held to high expectations despite the difficulties they may face. It is up to the district and campus to assist students in becoming successful to society and in their academics) The campus prepares students for college by offering the ACT, SAT, TSI testing for students. Also, a student must attend at least three training sessions for these tests before taking the ACT, SAT or TSI. Once students are TSI ready, they then are able to take courses on or off campus. The district pays the tuition and books for each class the student takes. Also Pre-AP and AP classes are offered and students are able to take the AP exams at the end of the year. Again, the district pays for the exam expense. If the student is able to pass the particular AP test, they can receive college credit. Through the TTIPS funding, the campus will be able to offer more courses for students and more remediation for the ACT, SAT and TSI.

The high school continues to show growth in student enrollment. The table below shows the growth over the past few years: (TAPR report)

Year	Number of Students
2012-2013	226
2013-2014	265
2014-2015	290

In the table above, the numbers depict the first three years as a full four-year high school.

The ELL population is much larger than the state and the campus is experiencing the most academic deficiency with this sub-population. In 2016, 16.45% of the ELL students at Monte Alto Early College High School passed the English Language Arts while the state is at 60%. For math, Monte Alto Early College High School had 49.2% of the ELLs meet standard while the state had 65%.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	25.1		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	18.9	75.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	1.3	5.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1.9	7.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	3	11.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	18.9	100%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	5.6	29.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	5.0	26.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	4.8	25.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	2.5	13.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	1.0	5.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	42551		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	42900		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	45973		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	54572		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	65698		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	TAPR
Staff with Bachelor's degree as highest level attained	16.9	89.4%	TAPR
Staff with Master's degree as highest level attained	2.0	10.6%	TAPR
Staff with Doctoral degree as highest level attained	0	0%	TAPR

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When the high school first opened in 2009, there were only two teachers assigned to teach high school students. The other high school courses were taught by middle school teachers who had both middle and high school certifications. The high school students also shared the same building with the middle school students. By 2015, there were 19 teachers with a student population of 265. The breakdown of the teachers by experience is as follows:

Beginning Teachers	5.6
1-5 years of Experience	5.0
6-10 Years of Experience	4.8
11-20 Years of Experience	2.5
Over 20 Years of Experience	1

Indicated in the chart above, only one teacher has more than twenty years of experience. Over half the staff is either a beginning teacher or has from one to five years of experience. Their average years of experience for teachers at the high school is 6.5 while the state average is eleven. The average years experience with the district is 2.3 versus 7.5 for the state. Through TTIPS, we hope to offer recruitment and retention bonuses to recruit experienced, high-quality teachers and those that teach hard to fill subject areas. The campus will also offer incentive awards to teachers that experience improved student achievement and student growth. The high school campus needs to maintain stability for students and other teachers. Stability and consistency are definitely determining factors in student achievement and success.

All teachers at the high school are Hispanic. They mirror the student population of 99% Hispanic. As the chart above shows, teachers are relatively young and do not have very much experience. The fact that the high school teachers are young with very little experience, makes it even more justifiable the need for a generous professional development budget that enlists the top consultants. It also shows that these particular teachers need mentoring and modeling through job-embedded Collaborative Learning Communities (CLCs) and a structured teacher leader framework. The SEED structure offers effective teachers career ladder opportunities and financial compensation as they assume the roles of instructional leaders. SEED teacher leaders (known as Collaborative Learning Leaders "CLLs" and Collaborative Learning Facilitators "CLFs") remain active in classrooms by modeling lessons, mentoring teachers and monitoring and interacting with students. As a result, effective teachers advance professionally, mentor colleagues, and continuously expose high-need students to excellent instruction. At the campus level, the SEED structure includes at least one Collaborative Leader (CLL) who will spearhead the professional development planning in alignment with the district and campus. The CLL is a full-time position without regular instructional responsibilities. Campuses will also employ multiple Collaborative Learning Facilitators (CLFs) at the high school campus. CLF positions will typically be classroom teachers who accept additional responsibilities of preparing for and facilitating the CLC meetings as well as peer mentoring. The teacher leaders will work with instructional staff on their campus to target areas of need identified through disaggregated student achievement and teacher evaluation data. Campus and district leaders will be required to ensure that weekly professional development is provided that incorporates new instructional and leadership strategies from data disaggregated to ensure the target population of high-need students is met. All educators will be required to use their evaluation results to develop skills that increase their proficiency.

There was a 31.4% turnover rate for the district versus a 16.6% turnover rate for the state. (TAPR 2014-2015) Monte Alto ISD has almost double the turnover rate in teachers as the state. The district finds that to be an alarming percent. Teachers are not staying at Monte Alto ISD. The district is in a very rural remote area in the Rio Grande Valley. Most teachers leave to go to a bigger district because the pay is much more and they also have the chance for advancement at another district.

The fact that many teachers are young, inexperienced and do not stay very long at the district create additional obstacles to the school's ability to exit Focus School status. Students and parents have to get used to a new group of teachers each year. Teachers have to adjust to the campus and to the culture and climate of the school.

It is imperative that the district provide additional training, resources and assistance to the school leadership team to overcome these obstacles in order that the district and campus realize academic results for each student at Monte Alto Early College High School.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	66	76	79	69	290

**Part 6: Teachers to Be Served with Grant Funds.**

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	5	5	5	5	20

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Data analysis and needs assessment:** Monte Alto Early College High School is a Focus (Progress) School. The campus was a Focus School in 2014-2015. The campus and district uses the five steps of the Texas Accountability Interventions System (TAIS) framework to collect and analyze data and to conduct the comprehensive needs' assessment. The first step was to prioritize problem statements. The vision and mission of the campus and the purpose of the needs' assessment were determined. The needs' assessment was analyzed by campus staff, parents and community members. The committee collected appropriate data in the four STAAR performance indices: student achievement, student progress, closing performance gaps and post-secondary readiness. The committee identified target areas of need for each performance index and collected data from multiple sources including formative and summative, quantitative and qualitative, short term and long term, and objective and subjective information. The committee also looked at ELL student achievement and analyzed areas of weakness for this particular group. Once the data were collected and analyzed, the group began by using the TAIS questions to determine trends and patterns in data in the past. Trends and patterns were looked at to determine the root cause(s) of the low student achievement. The campus is now a Focus (Progress) School and with the assistance that the campus could receive from the TTIPS grant, it could go a long way in exiting the low performance status.

**Selection of the model, goals and interventions:** All of the models were considered by the campus to determine which model would be the most beneficial for the campus. Using the TAIS Critical Success Factors and required interventions for each model, the campus chose the transformation model. After the model was selected, the campus began setting goals and objectives that would be focused on by the campus in order to meet the goals and objectives. The Critical Success Factors were the determining factor for intervention activities. 1. Improve academic performance; restructure school staffing, calendars/time and budgeting so that there would be teacher Collaborative Learning Communities (CLCs) on a weekly basis. 2. Increase the use of Quality Data to Drive Instruction: Provide staff ongoing job-embedded professional development consisting of data analysis and student growth. 3. Increase Leadership Effectiveness: Student growth measures will make up 50% of all educator evaluation systems. In addition, the TAP rubric will be used to evaluate teachers and the Texas Principal Evaluation and Support System (T-PRESS) will be used to evaluate principals. This process of evaluation is research-based and very detailed in determining the effectiveness of teachers. The overall objective of these comprehensive evaluations would be to determine the teachers ability to provide quality instruction for students that will lead to student success. 4. Increased Learning Time: Provide more learning time for students that are need of assistance. Students will receive after school, Saturday, during school and summer to increase their learning opportunities. 5 Family involvement: Provide activities for parents so that they can become aware of strategies and utilize these strategies to help their child/children at home. The campus will have literacy nights for parents and have teachers explain the process(es) for helping their child/ren. They will attend a lesson just as their child/children do during the class period. Teachers will model learning strategies that parents can use to help at home.

**Implementation of the Plan:** The campus developed an implementation framework that outlines objectives, interventions, milestones, evaluation methods including data collection tools, and annual goals for the campus. There will be monthly meetings to discuss the progress of the TTIPS project and making any needed adjustments. There will be weekly teacher meetings to discuss student progress. The Campus Improvement Plan as well as the goals of the grant will be discussed to assure that the goals are going to be met by the end of the year. The purpose of having weekly meetings is so that any problems that may arise will be handled promptly and systematically. The demographic and state assessment data show economic and education barriers, and establish a need for a comprehensive literacy intervention program which teachers, parents and community members can collaborate. Because resources are so limited in the community, there are few opportunities outside of school for students to develop literacy skills. There are no public libraries and very few businesses located in the small rural community of Monte Alto, which makes it difficult for students and parents to develop life-long reading habits and reading skills.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☒ Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The high school feels that with much effort and the capacity to add what is needed at the campus, it will be able to come out of the Focus (Progress) status this year. This year, the school has shown some growth and made great academic strides in order to come out of intervention. The campus and district used the comprehensive needs' assessment to determine the unique needs of the Early College High School and recommended priorities for reform: 1. Achievement – Provide extended support in reading and math using improved strategies of intervention for English language learners, economically disadvantaged students and students qualifying for Special Education services. 2. Culture-Improve monitoring of attendance and discipline incidents based on emphasizing positive behavior models. 3. Staff Quality Recruitment and Retention-Conduct staff development on the use of effective data from multiple sources that will drive instruction; provide co-teaching opportunities through the use of Master and Mentor teachers and implement engaging instruction that supports data analysis. 4. Family Involvement-Increase family and community participation in scheduled events.

**Model Selection:** The transformation model was selected by the campus at the high school. The model addresses the needs at the high school as identified in the needs' assessment: 1. Develop and increase teacher and leader effectiveness: The new principal was hired based on experience and student success. The TAP rubric for teacher evaluation and the Texas Principal Evaluation and Support System (T-PESS) will be used with multiple-based observations to improve professional practices and to promote student achievement and growth. In addition, student growth measures, such as value-added and student learning objectives, will be weighted as 50% of the evaluation systems. Weekly Collaborative Learning Communities (CLCs) will be used for job-embedded professional development. Educators who improve student achievement and growth will receive incentive awards. 2. Deliver comprehensive instructional reform strategies: Subject area workshops will be held to review curriculum units and establish tutorial sessions based on end-of-year student data. Teachers will receive extensive training on using student data to drive instruction for differentiation and effectiveness. 3. Increase learning time and create community oriented schools. The campus daily schedule will be restructured to assure that students have more learning time and provide an additional period for tutorials and electives. Family activities will be scheduled during and after school. 4. Provide operational flexibility and sustained support. The staffing will be restructured to meets the needs of the students. Calendars and budgets will provide flexibility so that the TTIPS program can be implemented at the campus. ESC 18—TxCEE will support the school in successful planning, implementing and evaluating the TTIPS program.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district leadership team met to discuss the TTIPS proposal. The district leadership team has been at the district (in different capacities) for a combined 71 years and has been through the "Ups" and "Downs" of the district. The district leadership team has seen the district become (after a lot of hard work) Exemplary and has also seen the downward spiral in the last four years. The district leadership team considered the TTIPS proposal and reviewed the different models and made a decision that the transformation model could definitely help the district get back on the right track. The district leadership team is comprised of the superintendent, the federal programs' director and the curriculum director.

The next step was to discuss the proposed project with the campus leadership team. The principal at the high school had resigned and was replaced with a new principal in July 2016. The Master teacher and counselor also resigned. So the campus leadership team had all new faces. The district hired an assistant principal to replace the Master teacher. Therefore, in working with a new team, they were very excited with the opportunity to transform the campus into a high-achieving quality campus where all students experienced college courses and mastered state assessments. The campus leadership team is eager to institute change in order to transform the campus. It had become more relevant and apparent that their must be change in the way that learning and teaching are carried out in the classroom. The stakes are high for high school students.

A meeting was held with the parents and community members to discuss the grant and how it would assist the high school students. Parents were excited about the opportunity to be able to provide their children with extra assistance that the TTIPS grant would. A survey was given out to the parents and community members giving them the opportunity to express their views about the grant and to make suggestions as to ways this grant could help students. Parents wanted to have an outreach program to help students with academic abilities. They wanted the Early College High School to be able to offer more courses for the students. They wanted to have tutoring outside of the classroom and provide small group instructional tutoring where students would get the extra attention they need. They also felt that the district needed to try and retain quality teachers. They strongly expressed their view about teachers leaving after only staying at the district a few years. They also felt like more professional development was needed for the classroom staff.

In selecting the transformation model, all interested parties felt that student success and student growth had to occur. This would have to be done by using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next. The curriculum must also be realigned and transformed into a more meaningful and useful tool in the classroom. Increase learning time for students must occur so that students have the extra assistance they need in order to succeed. A family and community-oriented school must be developed so that all stakeholders know they have a part in student success. It cannot only happen at school. The parents and community have to be a part of the school and help the campus meet its goals.

There must also be operational flexibility in staffing, scheduling and budgeting in order to fully have a comprehensive approach to learning. This would be learning times extended or be flexible in learning times to meet the needs of the students. Teacher quality is extremely important to the success of the campus. Each teacher must teach with rigor and have high expectations for students. Transforming the climate and culture of a campus is not always easy. The methods and ways of carrying out instruction must change. New and innovative instructional strategies must be developed to meet the needs of the students.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The DCSI will lead the MAISD team of highly qualified personnel in order to enact meaningful school reform. The DCSI will facilitate through mentorship and support in a liaison role to the campus principals to oversee accountability, monitor campus progress.	Master's Degree in education Experience leading school improvement efforts through understanding of curriculum and instruction. Strong knowledge of accountability system including index measures and the TAIS process.
2.	Curriculum Director	Responsible for on campus oversight, direction and coordination of curriculum alignment between various entities including principals, Master and Mentor teachers. Work to facilitate initiative for transformation.	Master's Degree in education Experience leading school reform efforts particularly focused on middle school particularly focused on transformation of a campus.
3.	Grant coordinator	Facilitate all components of the grand and assure collaboration with all stakeholders and partnering entities.	Master's Degree in Education Experience leading schools efforts and working with grant funds.
4.	ESL interventionist	Work with teachers and students to increase academic achievement for ELL students by strategically planning interventions.	Certified teacher with ESL endorsement and extensive knowledge in working with ESL students and proven student achievement
5.	Grant secretary	Support the clerical work of the grant but also provide service to families and students and support the school improvement effort	High school diploma or GED; One to three years secretarial experience, preferably in public education environment.
6.	CLL	Extensive knowledge of curriculum and instruction in the content areas and provide high quality job-embedded professional development.	Masters' degree in content area preferred; preferred previous experience working with schools through transformation process
7.	CLFs	Able to provide knowledge in subject areas. Model high quality teaching practices. Ability to communicate knowledge to implement change	Bachelor's degree in education; preferred previous experience working with schools through transformation process.
8.	Dean of Instruction	Monitor instruction in the classroom and assist teachers that are having difficult delivering high quality lessons.	Master's degree in education and extensive knowledge of teacher evaluation and curriculum and instruction
9.	Parent Liaison	Assist with facilitation between the campus and the parents. Organiza parent activities and meetings.	High school diploma or GED; one to three years experience, preferably working in a public education environment; excellent communication skills

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Region 18-TxCEE	The (TxCEE) is housed at Region 18 Education Service Center and will provide training and support the district and campuses administrators, teacher leaders and teachers on the SEED framework, Texas Teacher Residency Program, Bilingual Initiative, and student learning objectives.	The ESC 18—TxCEE staff is comprised of diverse Texas educators who have decades of experience in leading comprehensive reform efforts.
2.	NIET	Support the implementation of the TAP evaluation or Teacher Advancement Program	Consultants from the National Institute of Excellence in Teaching, as the leader nationally in TAP evaluation
3.	Region One ESC	Previous experience in content areas including curriculum and assessment experience in school transformation efforts as well as comprehensive student learning.	Consultants in content area; previous experience with school turnaround and transformation
4.	South Texas College (STC)	Provide technical assistance for the Early College High School. Also provides professors for the college classes that are offered to students at the Early College High School	Master's Degree in area of teaching an Early College High School course.
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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Center for Educator for Effectiveness (TxCEE) at Region 18 Education Service Center (ESC 18—TxCEE) has been working with the district for the past six years on the Teacher Incentive Fund (TIF) grant across all campuses. Since 2007, TxCEE has been awarded three Teacher Incentive (TIF) from the U.S. Department of education in 2007, 2010, and 2012. The schools involved in each five-year TIF project are high-need schools with at least 50% of the students classified as economically disadvantaged and serve the needs of English Language Learners, migrant students, Special Education students, and traditionally At-Risk student populations. Currently ESC 18-TxCEE is providing training and support to four Texas school districts through the 2012 TIF Project to align human capital management systems (HCMS) for recruiting, promoting, supporting, evaluating and compensating educators-factors that can enhance effectiveness, job satisfaction and collegiality (Heneman & Milanowski, 2011). These components, along with strong leadership and support are critical for recruiting and retaining effective educators in high-need schools (Headden, 2014; LEithwood et al., 2004).

Monte Alto Early College High School, in collaboration with ESC 18—TxCEE, will continuously review existing district efforts in transforming the campus into a high-achieving school. Proposed use of the SEED model that is research-based, replicable model with strong support from TxCEE will ensure that the project is implemented with fidelity and that in turn will support ongoing commitment to the project's success. The goal of the SEED model seeks to build capacity in educators and scaffolds expertise so that when attrition occurs, teachers at the next level are ready to move up and take it to the next level and in turn become mentors to their peers which creates a network of expertise and capacity. Additionally, the campus works with central office administration and engage all stakeholders in the process of making decisions at the campus. The campus believes in an open and transparent style of leadership which builds capacity where people are able to step in and assist in case of personnel changes that are unforeseen. Region One will also provide technical assistance to the campus by providing different types of professional development such as in the area of ELA, Math, Science and Social Studies. Although the focus areas for improvement are reading and math, the campus will still need support in science and social studies. Region One is a highly respected entity that assists schools all across the state. The consultants that they have are highly qualified and are specialists in their area of expertise.

Through South Texas College, the campus is providing college courses for students at the high school. South Texas College works with Monte Alto Early College High School in providing instructors for college classes either at one of their satellite campuses or at the Early College High School Campus itself. The campus has worked with South Texas College ever since the inception of the Early College High School designation.

The campus will work with the DCSI who has been at the district for over forty years to manage all activities, participate in staff development according to the needs' assessment and participate in the Advancing Improvements in Education Conference. (AIE)

The superintendent and school board will continue to support all efforts by the campus to ensure that high schools master their state assessments as well as being post-secondary ready and are able to take college courses in high school.

The district feels that it has the capacity and commitment to provide adequate resources to carry out the goals and objectives all of the required activities of the Transformation Model. The district has pursued and received many different types of grants and have carried them out with full fidelity. The district continues to seek different sources of funding to carry out the initiatives at the district and each campus, including the high school.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monte Alto Early College High School and Monte Alto ISD has the capacity and infrastructure to ensure that the grant is used to its fullest intent so that goals and objectives are met. The district has other funding sources available to help to sustain the project. The district has managed many grants in the past and will continue to manage grants in the future. There is a system in place that allows the district to review and analyze data. That will always be a need of the district. The data system (DMAC) can provide all the needed information to guide decisions through the use of data at the 2) Academic support—Students will continuously receive academic support. This will be done during school hours, after school, Saturdays and summer, academy, or summer school. Technology and technology based programs will be purchased through the grant that will provide reading and math support for students. The items purchased by the grant will be sustainable by the district for many years to come and will be at the district's disposal to assist students. 3) Professional Development—Extensive high quality professional development will be embedded as the grant progresses. This is training that will be invaluable and sustaining for a long time. Only new teachers will need to be trained after the life of the grant and that can be done by campus leaders or even teachers that have been at the campus. Teachers are familiar with the TAP rubric as we train all teachers on the rubric each year. Teachers who are new to the district are provided a more comprehensive training of the TAP rubric 4) Highly qualified staff—Because of the extensive training offered by the district during TTIPS, teacher will become experts in their field and this in turn should add to student achievement. The district must report staff as all highly qualified and the district does not consider anyone who is not highly qualified.

The intensive professional development that is provided during the TTIPS project, develops capacity for understanding for teachers. The teachers through the professional development become subject area specialists. The teachers will have the capacity to use technology driven lessons in their classrooms. This adds to student learning. Students will have their own laptop and this will continue throughout the life of the grant and beyond. Through the SEED framework, the district will have in place the opportunity to keep the aspects of the grant that will lead to student improvement. Through Region 18-TxCEE, a critical skill for educators is the ability to effectively gather and analyze multiple forms of data to make instructional decisions. As part of the SEED training, principals will become equipped to help their teachers examine multiple data sources to make instructional decisions that will yield higher student achievement as well as begin to close gaps in achievement. In addition, principals will learn how to lead and empower teachers to implement research-based instructional practices. Once this training has been completed, it will promote a life-long change for teachers and will be a common factor in evaluating student data and student achievement. The training by TxCEE will have been done and the principals and the teachers will have the knowledge to sustain the data disaggregation and know how to transform a campus.

The district always aggressively looks for further funding through state and/or federal grants as well as private entity grants. When the TTIPS project is completed, the district will retain as much of the initiative as possible and then review other funding means that can be used to sustain the grant. Because of the impoverished area and the low socioeconomic status of so many students, the district has no choice but to seek out other sources of funding.

The purpose of TTIPS is to transform the campus into a highly successful model school. Because there will be so much support from external providers as well as the district, teachers should be able to know how to transform a campus and keep it out of interventions. The TTIPS provides the tools necessary to make it automatic to know what is needed for each student and what to do when a student is experiencing academic difficulties. This transformation in itself brings sustainability to a campus through the fact that teachers and principals are well trained in the development of intervening in a timely manner to assist a struggling student. The district would have to review processes with teachers and monitor teachers. For new teachers, it would be very easy to provide them with the training they need to keep the transformation of a campus and to understand what it takes to keep the campus out of academic difficulty. For new teachers, the curriculum and instruction should not miss a beat. The campus should have measures in place such as a quality curriculum along with professional development and mentoring that it will facilitate a new teacher coming into the campus.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A thorough analysis of the available data was conducted to assess student and campus needs. Performance measures were reviewed and include the following: student assessment scores in reading and math; students that may not have enough credits to graduate; ACT, SAT and TSI scores and how many students have taken these assessments; number of students enrolled in college level courses; number of credits earned during high school; attendance and discipline. The goals of the project will be to 1) improve academic performance; 2) increase the use of quality data to drive instruction; 3) increase leadership effectiveness through the Teacher Advancement Program and TxCEE; 4) Increase learning time for students; 5) Increase family and community engagement; 6) Improve School Climate; and 7) Increase Teacher collaboration through PLC participation. Each of these goals are in alignment with the TTIPS initiative and the district goals. The district and the campus will devote all learning time to increase student achievement and come out of all interventions. (Meet Index 1, Meet Index 2, Meet Index 3, Meet Index 4, all zeroes on PBMAS and meet all System Safeguards. Teachers will attend high quality and highly effective professional development continuously throughout the school year and during summer, professional development academies will occur with a wide range of topics that will assist teachers to help students in the classroom. Training by TxCEE will be utilized throughout the year to support teachers with instructional reform strategies, reflective questioning, modeling of engaging lessons and teacher mentoring and coaching. Strategies to assist the lowest performing sub population (ELLs) will be developed by the teachers and through the assistance of highly trained consultants in this area. Data will continuously be analyzed and reported to all stakeholders so that all interested parties will be aware of how students are progressing academically. Performance measures will be discussed with stakeholders so that everyone is informed of the progress and what needs to happen if the performance measures do not improve.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has many sources of data that will be collected to determine if the strategies are indeed improving student achievement. Teachers will be evaluated by constant walkthroughs as well as formal observations using the Teacher Advancement Program rubric. Written documentation will be made by the evaluator and shared with the teacher. If a teacher is experiencing difficulty with classroom instruction or classroom management, the campus leadership team will work with the teacher by modeling lessons or mentoring the teacher. Principals will be evaluated using the Texas Principal Evaluation and Support System (T-PESS). Value-added and student learning objective data will be used as a part of all educator evaluation systems and the results will inform professional development.

The campus will continuously monitor the comprehensive needs assessment and make adjustments to it as deemed necessary. Data will constantly be collected and timelines will be initiated so that the campus can come out of state and federal interventions and low performing status. The campus leadership team will adopt strategies to address root causes by working with teachers, students, and parents to identify what is causing the low performance especially in the area of ELLs.

Teachers will constantly receive high quality effective professional development. One of the main sources for the professional development will be presented by ESC 18—TxCEE. The district will monitor the professional development to determine if it is improving teacher performance and ultimately improving student performance.

Benchmark data will be collected and evaluated by the grant manager, campus leadership team and the teachers to identify areas of need for students. Interventions and strategies will be implemented such as after school tutorial and Saturday tutorial with remediation and intervention built into the school day. Attendance and discipline data will be constantly monitored. Students need to attend school and be in class in order to meet standard on state assessments. This will be monitored on a weekly basis.

State assessment data will be collected and reviewed by the grant manager, federal programs' director, principal and teachers. Parent meetings will be conducted so that parents are aware of the child/children's passing status.

Tutorial attendance will be monitored weekly to make sure students are attending the tutorial classes.

The curriculum will be evaluated for effectiveness. Curriculum specialists will be contracted to assist in developing a high quality curriculum that will meet the needs of the students. Curriculum effectiveness be assessed via student outcomes on benchmark assessments

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The campus will continuously monitor the comprehensive needs' assessment and make adjustments to it as deemed necessary. Data will constantly will be collected and timelines will be initiated so that the campus can come out of state and federal interventions and low performing status. The campus leadership team will adopt strategies to address root causes by working with teachers, students, and parents to identify what is causing the low performance especially in the area of ELLs. ELL students will be given extensive interventions such as an extra day of tutorial.

The campus will address ELLs experiencing difficulty by devising an intervention plan for each ELL student not achieving standard on benchmarks as well as the state assessments. The teachers will of ELL students will receive intensive strategies to intensify instruction and purposefully target the interventions that are needed for each individual student as evidenced by the Individual Intervention Plan. The principal and campus leadership team will make sure that teachers understand and effectively implement the English Language Proficiency Standards.. 100% of the teachers at the high school campus will be trained in the ELPS and the proficiency level descriptors (PLDs) and will successfully implement them in the classroom. Evaluation data will be used to determine the implementation of the ELPS.

The leadership team will meet monthly to monitor all phases of the TTIPS initiative and determine if the new strategies are working. The leadership team must continue to develop and improve upon a solid quality-based management system that oversees all aspects of the grant. Appropriate modifications consistent with the goals and objectives and the requirement of the grant must be reviewed to determine the status of each. The federal programs' director, grant manager, principal and the campus leadership team will monitor and guide the project implementation.

All staff will be trained to disaggregate data. This will occur on a continuous basis. Benchmark data will be reviewed immediately by the leadership team and the teachers. This will help to determine if progress is being made by the students. If the progress is less than expected, the goals and objectives of the grant will again be reviewed. The strategies outlined by instruction will also be reviewed. What is working and what is not working?

Students will be tracked as far as attendance, discipline and academic progress. When a problem with a student invokes, it will be handled immediately. If parents have to come in and have a conference with the principal or the teacher, it will happen immediately. The parent liaison will assist in communicating with the parents and making arrangements for the parents to come to the campus for a conference.

Charts will be developed and color coded so that it is obvious what student performance looks like. The campus will use Lead4ward to assist in tracking student performance. DMAC will also be used to disaggregate data.

Staff will be trained to understand the accountability standards.

Students will also be able to track their progress. Teachers and campus leaders will train students to be aware of where they stand academically.

Teacher professional development will be continuous and ongoing. Teachers will analyze the hardest to teach standards and these will be incorporated into staff development during Professional Learning Communities (PLCs).

Teachers and campus leaders will be trained in the TEKS and which ones are the hardest to teach and the hardest for students to comprehend. Teachers will have assistance in closing performance gaps by having CLFs work with them to identify ways to close the performance gaps.

Surveys for staff will be created so that they can self-reflect on their teaching and students' academic performance.

Teacher incentive awards will be given to those teachers that have high levels of student achievement and high levels of student growth.

Parental involvement will be evaluated using a survey tool so that parents can provide feedback as to how they feel that the goals and objectives of the TTIPS grant have been met. They will determine the effectiveness of program activities and interventions. The results of the survey will help the district and campus determine the parents' perception of how the school is progressing.

If student achievement and student growth are not evident by the data, revisions to the strategies and interventions will be adjusted in a timely manner to assist the students immediately.

Students reading level will be monitored during the year. Data will be presented through Star Renaissance and evaluated. When a student is reading far below grade level, interventions will occur immediately.

After reviewing all data, the leadership team will communicate with all stakeholders.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has a process for choosing external providers or vendors. A list of providers will be evaluated for past performance and how effective their goods or services were. District funds cannot be obligated until an external provider or vendor has gone through the proper department. Each external provider must be willing and able to comply with all local, state and federal guidelines and must understand that they would need to be in compliance with the policies and procedures of the district. The business office is responsible for facilitating the process governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district uses services such as consultants/professional services, instructional supplies, technology and any other goods or services that is needed by the district.

The district wants to ensure that all goods and services that are needed can be delivered to the district in a timely manner meaning that they are at the right cost, from the correct supplier, delivered to the right location, at the right time, every time. In other words, the external provider must ensure that they will be able to provide what they are promising.

The external provider must be able financially provide the goods or services that are needed by the district. They must meet the following:

1. Financial stability
2. Have a history of supporting school improvement efforts
3. Engage the TTIPS Decision-Making team about the need to hire external providers
4. Make sure that all policies are followed and have the ability to follow the policies
5. Are able to have the budget to provide the services for the funding years
6. Develop a process for choosing an external provider (experience/qualifications/application/interview, etc)
7. Campus Grant Coordinator, Curriculum Director and Federal Programs' Director assists in the selection process.
8. Have an evaluation process for each external provider.
9. Contract which states responsibilities
10. Outline consequences for failure to provide (termination/modification of contract)
11. All programs must be research-based
12. Legal counsel for district checks the contract for accuracy and approves it

Region One and Region 18 TxCEE are going to be external providers with the district during the TTIPS grant. They both have outstanding reputations and have assisted the district in many endeavors. All vendors will be screened. All goods/services must be research-based in order for the district to consider them as providers for the TTIPS initiative.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External providers will be evaluated on their capacity to deliver a quality product that fits in the program that is being implemented. All external providers will be considered by the district. After possible providers have been identified, all grant external providers will be processed through the Monte Alto ISD business office. They will have to follow all state and federal guidelines and be in compliance with the district's policy. No purchases for goods or services will be made outside of the grant specifications and/or the district's policy and procedures. The grant manager will work with the business office staff as well as the federal programs' director to ensure that documentation is in order and the external providers have followed compliance with district policies and procedures. External consultants will provide proper paperwork to be considered for hire. Contracts will be developed which states what each party will contribute. The description of duties of each party will be outlined. The contract must be followed in order for the district to maintain the external provider. The school will work with the provider to develop a flexible implementation plan.

External providers will be evaluated on the delivery of their goods or services. The district will also determine if the goods or services provided by the external provider contributed to student success. The grant manager and campus leadership team will collect data and documentation related to the the quality of services provided by the external service provider. The grant manager and the campus leadership team will survey the teachers to see if they felt that the external service provider played a part in progress and improved student achievement. The district is not just looking for someone to provide goods or services. They are looking for quality with a proven track record of improving student achievement. If the district feels that the external provider contributed very little if anything to student success, then that particular external provider will either have an adjust in services or will be eliminated completely.

The external provider will be evaluated for performance to the campus. If the district feels that an external provider did indeed contribute to student achievement and student growth, that external provider will have a commitment from the district to continue providing goods or services to the district or the campus.

External providers may be used to help the support of transforming a campus by the implementation of differentiated instruction strategies, learning best practices, high level questioning strategies, rigor in the classroom, data disaggregation, working with special populations, and data-driven instruction. External providers can also be very valuable in providing services to parents and community members.

The grant administrator will be hired to monitor and oversee the components of contracted services and external providers; as well as the compliance of grant requirements. The business office will assure that all payments are approved by the principal, federal programs' director and the business manager before anything is paid out to the external provider. All invoices must state the service that was provided. Any goods or services provided must have a request by the principal or the federal programs' director before a purchase order or check is created and sent out to the external provider. When documentation is incomplete, payment will not be made until the proper documentation is submitted and in order. There will be no advancement of payments. This is not allowable under any grant . Money will be allocated appropriately and spent in compliance with the grant budget.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 3: Pre-Implementation Year.** List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Offer college courses to high school students
2.	Provide extensive interventions for ACT, SAT, TSI
3.	Provide TSI testing
4.	ESL Needs Assessment
5.	Implement partnership with UTRGV to bring college courses to the campus
6.	Offer stipends for teachers who want to get their master's degree
7.	Develop training content and coaching plan for teachers, teacher leaders, and principals
8.	Interview and hire TTIPS grant personnel
9.	Teachers, teacher leaders, and principals attend summer institute
10.	All educators and evaluators trained on teacher and evaluation system
11.	The campus will identify a curriculum that offers a rigorous and accelerated course of study to assist students to pass state assessments and meet ACT, SAT, TSI requirements for college entrance.
12.	The district will purchase hardware and software required during the preimplementation year.
13.	The campus will develop a plan to provide academic support for students that will consist of extended learning time for tutoring, advisory with emphasis on college readiness support time, and focus on college readiness.
14.	The campus will purchase allowable pre-award supplies or services.
15.	The campus will develop a plan to reach out to students needing social and emotional support.
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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TTIPS project will be coordinated with similar or related efforts using existing resources and facilities and with appropriate local, state, and federal resources in order to achieve the goals and objectives as outlined in this proposal. The budget will be monitored by the federal programs' director, the grant manager and the business manager. Their job will be to make sure that all funds are spent correctly and in a timely manner.

**On-going Existing Efforts Similar or Related to the Planned Project:**

The district has always implemented measures to increase student achievement. The campuses provided after school tutorial, Saturday academy and summer school. These are things that must be done in order to at least partially assist students and enhance their learning. But the district has no other program that provides the broad spectrum of educational opportunities for students, teachers and the community and are comparable to the TTIPS. Decrease in funding and student growth has made it very difficult for a small rural district such as Monte Alto ISD to implement a program designed to systematically transform educator quality and effectiveness. The district feels strongly that teachers' instructional capacity needs to be expanded. The campus does have participation by staff in regular staff development that is on-going and consistent. The district receives the state allotment for instructional supplies but that money is utilized for textbooks and it takes all of what is received plus a whole lot more just to get the textbooks in the classroom. The campus administrators conduct walkthroughs on a consistent basis and do formal evaluations in the teachers' classrooms.

The campus will continue to offer Pre AP and AP classes with students able to take the AP test at the end of the year. Dual credit courses will also be offered. Credit by exam will also continue to be offered. College courses in coordination with the district's IHE partnership, will be offered to students. ACT/SAT/TSI remediation will be offered to students.

The district has implemented transformation efforts to improve student performance at all campuses with particular attention at the middle school and high school. The elementary school has transformed many of its academic efforts and has met standard at the state level and is not a Focus or Priority school. The high school must continue the transformation efforts in order to accomplish what the elementary has been able to accomplish.

The principal did change at the high school this summer. An assistant principal was hired to assist the new principal. The TAP rubric is still in place for teacher evaluation. This evaluation instrument has been used since the TIF grant was implemented at the district. The TIF grant has ended but the TAP evaluation piece has stayed in place.

The TTIPS funds will be used to ensure the success of the transformation model that the district has chosen for this project. The grant should help the district build capacity for systemic progress and growth.

The leadership team that is in place has the knowledge and the know how of what is needed in order to transform the high school. The leadership team, because of their longevity at the school, is familiar with every aspect of the school. They know the students and they know the community.

Having strong partnerships with families and community agencies will only add to the success of the school.

The district has had many state, federal and private foundation grants in the past. All have been carried out with fidelity and evaluated for effectiveness. The district is well-equipped to handle a grant such as the TTIPS. The district has always successfully carried all grant activities and paid very careful attention to expenditures during any grant period.

The district will continue job-embedded professional development. The TTIPS grant just makes professional development happen at a whole different level. Through this initiative, the campus will be able to have highly qualified and highly effective consultants come in and support teachers and leaders lead the efforts needed to see a high degree of student success and growth. The campus staff will have the knowledge to carry out rigorous instruction in the classroom.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Perla Benavides

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

July 2016

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model  
selected for modification:

N/A

Description of the  
modification:

How intent of the original  
element remains/will be met:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Research-based educator evaluation systems, comprised of multiple observations and measures of student growth, will be used to inform professional development and human resource decisions. The teacher evaluation systems includes student growth measures such as student learn objectives (SLOs) and/or value-added measures (50%) and teacher evaluation scores utilizing the TAP evaluation rubric. The principal evaluation systems is based on student growth and scores on the Texas Principal Evaluation and Support System (T-PESS). Statistical Value-added models are statistical measures of student growth on the STAAR/Eng of Course exams based on two points in time. Student growth for teachers who are not in a state-tested subject area will be measured by student learning objectives (SLOs). SLOs are rigorous, attainable goals based on student learning needs identified by a review of data reflecting students' baseline skills.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The district will be using the TAP rubric for teacher evaluations. There will be classroom observations that are announced and unannounced. These will be conducted by the Early College High School leadership team. To ensure that the evaluations are rigorous and accurate, the TIIPS campus leadership team will undergo training and annual certification in the use of the TAP classroom observation standards. After each evaluation, the teacher and evaluator will meet to discuss the evaluation and look for strengths and weaknesses in classroom delivery and instruction. The T-PESS training will be conducted by Region One. All campus leaders will attend this training as well as the superintendent in order to be familiar with the evaluation measures and standards.
Describe how the evaluation system was developed with teacher and principal involvement:	Teachers and principals have been evaluated with the TAP rubric since we had first received the TIF grant. The district sought input from the Site-Based Committee and the campus leadership and it was decided that the teacher evaluation would remain the same while the principal evaluation would be the T-PESS) Monte Alto ISD will utilize the Texas Principal Evaluation and Support System (T-PESS), comprised of observable and non-observable components, as well as school-level student growth measures (such as SLOs) and/or value-added measures) for the principal evaluation

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	<p>Monte Alto ISD provides performance-based financial rewards for teachers based on three components: teacher observation scores (50%), school-wide academic growth (20), and individual academic growth (30)%. School-wide academic growth will be based on value-added growth (20%), and individual academic growth (30)%. School-wide academic growth will be based on value-added data. Individual academic growth will be based on classroom value-added data for teachers in state tested grades and subjects, as well as student learning objectives. Teachers must receive a 3 or higher on each component in order to be eligible for performance based compensation. Teachers are eligible for a performance-based award of up to \$2000 per year.</p> <p>The 3 that teachers must receive on each component equates to being proficient in their classroom instruction. Monte Alto ISD has been on the forefront of this initiative in Texas and hopes to be able to continue this path. Teacher effectiveness is the most critical factor to a student's learning and successful academic achievement.</p>
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	<p>Teachers will be evaluated on their classroom performance and student achievement and growth using the TAP rubric. As teachers are evaluated, if a teacher is having difficulty in delivering instruction, the campus administrator, the CLLs and the CLF will intervene to mentor the teacher/s. They will provide modeling and support teachers by team teaching to further assist the teacher. If the teacher is still ineffective in classroom delivery, the principal will put the teacher on a Teacher in Need of Assistance (TINA) plan. The teacher will be monitored on a regular basis by the principal, CLL and CLF. The teachers/s will be afforded opportunities to visit other classrooms, attend professional development and receive one on one assistance from the campus leaders. ESC 18-TxCEE created the SEED framework to align systemic program practices with the SEED training, principals will become equipped to help their teachers analyze forms of data to make instructional decisions that will yield higher student achievement as well as begin to close gaps in achievement. In addition, principals will learn how to lead and empower teachers to implement research-based instructional practices.</p>
Describe the criteria established for educator removal:	<p>The teacher will be put on a Teacher in Need of Assistance, which is an individual growth plan which specifies that the teacher needs to participate in intensive support and outlining practices that must be implemented to improve classroom instruction. The teacher will be given extensive assistance in order to improve. But if the teacher fails to meet the professional development and the professional practices that are required, the district will then take steps to remove the educator from employment or not offer the teacher a contract for the next school year. Much effort is practiced by the district to assist a teacher that is low performing and is producing low performing students. Data on teacher evaluations and data on student achievement are reviewed on a constant basis to monitor if there is any improvement</p>

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**N/A****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 14: High-quality preschool programming (continued)**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is:  
research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 15: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

Indicate the number of new staff hired for work in the turnaround model implementation:

Indicate the start date for the new turnaround implementation staff; including rehires and new hires:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 16: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

# N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 17: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

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County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

# N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108915

Amendment # (for amendments only):

**Statutory Requirement 19: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

# N/A

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108915		Amendment # (for amendments only):
<b>TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>improve the instructional program</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve the instructional program</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Improve the Instructional Program</b>	
	<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1.	Provide extended learning time for students to receive remediation in the area/s of poor academic performance.	Teachers and Dean of instruction provide intervention strategies and techniques for tutorial classes for students.
2.	Bilingual/ELs initiative	MAISD will partner with ESC-18 TXCEE to analyze district and English Language learners' literacy by developing a customized plan, support the implementation of the plan and transform ELL student achievement by increasing education effectiveness through ongoing support from TxCEE's SEED.
3.	Provide professional development for creating a school climate of success for second language learners (ELLs) and their families. (California Department of Education, 2010; Olson 2010)	Hire consultants that have a high yield knowledge of best practices for increasing student achievement for ELLs.
4.	Provide ELL students with extra academic assistance by following an individualized intervention plan.	Hire ESL strategist to assist ELL students experiencing academic difficulty and are newcomers and have an English language deficit.
5.	A 1:1 technology program will be implemented so students are able to have 24 hour access to technology to help meet academic goals.	Computers will be purchased so that each student will have his/her own laptop for educational use.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108915		Amendment # (for amendments only):
<b>TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <b>increase teacher quality</b> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <b>increase teacher quality</b>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Teacher Quality</b>	
<b>Planned Intervention</b>		<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1.	System for Effective Educator Development ESC-18 TxCEE created the SEED framework to provide targeted, ongoing, job embedded professional development for teachers, teacher leaders and principals	SEED structure offers effective teachers career ladder opportunities and financial compensation as they assume the roles of instructional leaders. SEED teacher leaders (known as Collaborative Learning Leaders, ("CLLs") and Collaborative Learning Facilitators (CLFs).
2.	Texas Teacher Residency Program (TxTRP) The TxTRP draws on the medical model approach to provide an additional degree of support and peer guidance that novice teachers often lack. (Darling-Hammond, 2013; TEA, 2015, Wei, et al, 2009).	The TxTRP supplies the new teachers with intensive and individualized coaching, mentoring, training, and support by highly effective and well-trained "attending" teachers. A teacher rated "highly effective" may apply for the role of attending teacher and receive a stipend of \$1000 for assuming this role.
3.	Provide hiring incentive for teachers in high need areas.	Sign-in bonus for areas of need.
4.	Provide incentive awards for highly effective teachers.	Award money would be available for teachers that are deemed highly effective according to student achievement and student growth.
5.	One Collaborative Learning Leader (CLL) at the campus-level and one Collaborative Learning Facilitator (CLF) per core content area will design and deliver high quality professional development and assist teachers during weekly Collaborative Learning Community (CLC) meetings.	Hire one CLL at the campus and pay a stipend to the CLFs per subject area

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108915		Amendment # (for amendments only):
<b>TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase leadership effectiveness</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase leadership effectiveness</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Leadership Effectiveness</b>	
<b>Planned Intervention</b>		<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1.	SEED for District and Campus Leadership	ESC 18- TxCEE created the SEED framework to align systemwide program practices with district and campus goals and objectives to improve student achievement. SEED contributes to leadership development by providing a model for implementing professional learning communities led by campus leaders.
2.	The district will use the data analysis system to review student progress and growth.	Parents need to be involved in their child's/children's learning and have the opportunity to be aware of what the campus is providing.
3.	A parent liaison will assist teachers and parents by communicating with parents about a student's progress or any other issue that may arise that the parent needs to know.	DMAC will be utilized by the district to disaggregate data..
4.	TTIPS leaders will attend training in reforming leadership, conducting curriculum interventions and restructuring campus operations using reform strategies. Administrators will evaluate professional activities using the T-PESS.	. ESC 1 training in curriculum development T-PESS training Region 18-TxCEE will provide training for leaders in using the TAP rubric to ensure that they are improving student achievement and growth and providing support for teachers.
5.	Performance-based incentives will be awarded annually to TTIPS leadership based on educator gains in professional practice, school improvement in state achievement standards and school gains in federal student achievement standards.	Incentive awards for excellence and improvement will be awarded to campus leader and TTIPS leaders.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108915		Amendment # (for amendments only):	
<b>TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.			
<ul style="list-style-type: none"> <li>List the key <u>interventions</u> the campus will implement to <i>increase use of quality data</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase use of quality data</i>.</li> </ul>			
Use Arial font, no smaller than 10 point.			
<b>Critical Success Factor:</b>		<b>Increase Use of Quality Data to Inform Instruction</b>	
<b>Planned Intervention</b>		<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1.	Use of data to drive instruction and increase teacher effectiveness by using DMAC software and provide training for administrators and teachers	A critical skill for educators is the ability to effectively gather and analyze multiple forms of data to instructional decisions	
2.	TTIPS leaders will attend TTIPS training and the Texas School Improvement conference to learn new strategies for the use of data in order to lead school reform	Leadership training for TTIPS leaders will be an integral part to improving student achievement	
3.	Monitoring student data at the campus level will be integral to the success of each student's progress and achievement.	Teachers must comprehend the need for data and be able to use it efficiently and effectively.	
4.	Student data will be the basis for the performance-based incentive awards. Data collection will be done at the campus and sent to an external data collection firm that will in turn send back student results and an analysis of each teachers' effectiveness.	Valid student data for teacher and student growth in order to determine if a teacher, campus leader and the campus itself is helping students improve and grow academically	
5.	Training on disaggregating data will be conducted by the CLF and the CLLs at the campus.	Using data correctly will help teachers plan differentiated classroom and intervention instruction. This data will also help to know the strengths and weaknesses of each student and desing an individualized plan of instruction	

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 108915	Amendment # (for amendments only):
<b>TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.	
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <b>increase learning time</b> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <b>increase learning time</b>.</li> </ul>	
Use Arial font, no smaller than 10 point.	
Critical Success Factor:	Increase Learning Time
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1. Increase learning time at the end of the day to provide tutorial instruction for students that are experiencing learning difficulties.	Teachers will provide instructional materials and tutorials for students. Transportation will be provided for students that ride the bus.
2. Teachers will have time to collaborate and engage in professional development during school, after school, Saturdays and summer.	Provide teachers with adequate support is key to increasing student achievement
3. Saturday academies will be provided for students that are close to Level III and have met Level III.	Students experiencing academic success will have the chance to expand their learning.
4. Summer camps will be offered to students to reward academic excellence.	Camps such as science, music, art, cooking etc. will be established for students so that they have enrichment activities to build on their skills.
5. Students will have the opportunity to have a laptop at their disposal 24/7 so that they can continue their learning at home.	Laptops add to a students' learning abilities as they will have their learning opportunities and resources extended at home.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108915		Amendment # (for amendments only):
<b>TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase parent/community engagement</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for <i>parent/community engagement</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Parent/Community Engagement</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. The district will literacy nights for parents to gain a better understanding of the support they can provide at home.	Parents are an integral part to student learning and achievement	
2. A TTIPS newsletter will be implemented by the campus so that parents are aware of activities at the campus. This will consist of important dates and events that are being held on the campus.	Parents need to be involved in their child's/children's learning and have the opportunity to be aware of what the campus is providing.	
3. A parent liaison will assist teachers and parents by communicating with parents about a student's progress or any other issue that may arise that the parent needs to know.	Communication is crucial to assure that the needs of students and families are met in a timely manner.	
4. Interventionists will assist students in the STAAR testing areas; reading/ELA, math, science, writing, social studies	Interventionists will be hired at the campus to assist students. Interventionists will be highly skilled in subject areas of intervention.	
5. An ESL strategist will provide ELL students will support by working with newcomers and ELL students that only been in the United States a short period of time and are Spanish only or know very little English.	ELLS strategies are key to the understanding of ELL students.	

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108915		Amendment # (for amendments only):
<b>TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>improve school climate</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve school climate</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Improve School Climate</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Students will receive homework assistance in order for them to help pass their classes as well as pass the state assessment	Homework assistance is vital for students that are experiencing academic difficulties	
2. Students will be able to be given the opportunity to identify career interests and complete a graduation plan in 8 <sup>th</sup> grade.	Students need to know their career path and what it takes to get them there	
3. Students will be able to attend a career fair to learn about different careers.	Students will gain awareness of different careers by attending a career fair by Workforce Solutions.	
4. Students will begin preparing for SAT and ACT by attending practice sessions and readiness sessions.	Students learn to value academic accomplishments and focus their efforts on graduating and entering college. They will constantly be reminded of their purpose and what they want to attain in life.	
5. The mission and vision of the campus will be posted throughout the campus so that students do not lose sight of their goals.	Students learn to value academic accomplishments and focus their efforts on graduating and entering college. They will constantly be reminded of their purpose and what they want to attain in life.	

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 108915			Amendment number (for amendments only):	
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108915

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108915

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108915

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108915

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108915

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108915

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108915

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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